

IMPLEMENTATION OF DIFFERENTIATED LEARNING IN INDONESIAN LANGUAGE COURSES: REALIZING FREEDOM OF LEARNING

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ABSTRACT

The low level of fulfillment of learning needs is an obstacle for students; besides that, the use of a curriculum that is still based on a rote system and the lack of diverse values result in students being passive in the teaching and learning process. As students have a variety of characteristics that must be met, one way of learning diversity is Indonesian. This research aims to see the results of differentiated learning in the implementation of the independent curriculum in Indonesian language subjects held in class IX-A at MAS As'adiyah Putri Sengkang as the subject of research. Then the approach taken is qualitative with a descriptive analysis method, which is carried out in two parts, namely activity analysis and other files. The results obtained show that differentiated learning is suitable for practice in the classroom environment at school as part of the learning requirements in Indonesian language lessons. So the hope is that students can develop their learning activities optimally. This can be seen in the evaluation section, which shows the diversity that exists within each student.

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1. INTRODUCTION

It is impossible to isolate learning activities from the curriculum that is being used in the process. The word itself means "to do" or "try to get" and is derived from the Latin *currere*. In actuality, though, it is understood to be the path a vehicle will take to reach its destination. Government Regulation No. 57 of 2021 confirms this as well. Nine (9) principles are stated to have guided the creation of the National Education Standards: general, inclusive, encouraging initiative and creativity, substantive, pertinent, universal, harmonious, holistic, succinct, and current. Thus, variety is required in the curriculum development process itself.

The curriculum should focus on helping pupils understand the content being taught, not just how much of it they can learn by heart (Short, 2023). The curriculum also

outlines how students participate in their education through assignments and student-completed tests. In order to ensure that no student falls behind or gives up teaching, the curriculum should also be taught according to the features of each area and the pupils in each distinct educational division. As previously mentioned, curriculum development is the actualization of giving each educational unit breadth in order to generate differentiated learning in compliance with the autonomous curriculum's mission (Ylimaki, 2011; Jazadi, 2015).

In fact, learning Indonesian in the field still uses a curriculum that requires students to memorize the material provided (Solikhah & Budiharso, 2020; Fatmawati, 2022). Students become passive and do not understand the material being taught. This happens because each educational unit has not been able to develop a learning curriculum that suits the accommodations of its students. This is because students have different needs and characteristics or are heterogeneous in nature. There are differences in their readiness to learn, their future interests and talents, and their learning styles that we must accommodate to create differentiated learning. As a result, students really need accommodations in their learning provided by educators. Educators must understand the relationship between competence as educators and the learning material that will be delivered, based on the needs, characteristics, and uniqueness of each student (Alamri et al., 2021; Muñoz et al., 2022). So, a differentiated learning process is needed. This is also related to Ki Hajar Dewantara's concept of freedom of learning, which essentially states that independence is the embodiment of the direction and outlook of national education, and this must be understood and implemented by all stakeholders (Darmawan & Sujoko, 2019; Ferary, 2021; Taufikin & Ma'shumah, 2021).

In relation to differentiated learning, the educator, as the control holder in the classroom environment, provides learning in the form of material that thinks carefully about several things in it (Mills et al., 2014; Muktamar et al., 2023). Such as the level of readiness of students before the learning process begins, and then the interests and learning styles of these heterogeneous students. Educators can be flexible in classroom learning (Pui, 2016). What this means is that educators can at any time reorganize the content of the learning, and then the learning process experiences change up to the product of the learning that is held that day by linking it to the learning environment of the students (Usman et al., 2023).

In this way, educators can provide convenience for students by providing optimal service and differentiated learning. Schools as educational units can use differentiated learning processes in order to provide space for students who do not have to be the same in all aspects (Smit & Humpert, 2012; Taylor, 2015). Students can be free to develop themselves in relation to their own character and personality. So, the implementation of learning will become a flexible curriculum. Learning that does not focus on achieving educational goals alone takes away the independence of students. Therefore, differentiated learning is able to help students achieve optimal learning outcomes because the products that will be produced match their interests (De Neva & Devos, 2017). The resulting product can be presented in an article, song, poem, infographic,

poster, performance video, animated video, or other form according to the skills and interests of each group (Chandra Handa, 2019).

The research's implications or involvement fall into three categories: first, it is an attempt to develop exceptional students who can even compete with those whose reach is on a global scale, naturally by tailoring instruction to the needs of each individual student. Teachers have the ability to modify the course material itself, which can add excitement to the learning process and make the lessons learned that day beneficial for the students. Teachers can also adapt to the needs of their pupils by using this varied learning approach. The purpose of this study is to determine how differentiated instruction affects students' realization of their freedom to learn based on their readiness to learn in Indonesian language courses. In this instance, students have freedom and can have their needs satisfied by taking into account the diversity of their interests and characteristics.

2. METHOD

The approach associated with this research is qualitative. The research design applied is descriptive analysis, which contains two parts: analysis of activities and analysis of content or other supporting files (Aspers & Corte, 2019; Hennink et al., 2020). The research was carried out by analyzing activities and looking at the activities of students who were taught using differentiated learning. Next, analysis of other supporting files is carried out to see the differentiated learning process taking place. Turning to the subject in this research is the focus of what is being studied, namely differentiated learning in implementing the concept of independent learning. After the research subject, there is the research object. The object of this research came from students in class X-3 of MAS As'adiyah Putri Sengkang. The research was conducted for one month with 22 respondents or students.

3. RESULTS AND DISCUSSION

Result

Indonesian Language is a lesson aimed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for Indonesian literary works (Misnawati et al., 2022). One of the scopes of Indonesian language subjects is language mastery. Language skills include listening, speaking, reading, and writing skills. Listening skills are important language skills and must be taught before other language skills (Rivers, 2018). The scope of language learning includes listening or focusing attention deliberately on a sound, speaking or generating thoughts with regular feelings, reading to direct students to know something directly, and writing, which is an effort to direct students to be skilled at composing.

The Independent Curriculum prioritizes flexibility and independence in teaching and learning for students and educators (Hidayat et al., 2023; Aini, 2023). Basically, the

concept of independent learning uses project-based learning, essential learning, and differentiated learning.

In implementing the independent curriculum in Indonesian language subjects, differentiated learning can provide several results, including:

1. Adapt learning to student needs.

Differentiated learning in Indonesian language subjects can help teachers understand the needs and skills of individual students. This can enable teachers to adjust learning methods, materials, and levels of difficulty to suit students' abilities.

2. Increase student activity.

Differentiated learning can increase student activity in the learning process because learning materials and methods are adjusted to students' interests and abilities. This can help students be more motivated to learn Indonesian.

3. Increase student learning achievement.

Differentiated learning can help students achieve better learning outcomes. By adapting learning to student needs, students can learn more easily and effectively, so they can achieve better learning outcomes.

4. Increase diversity in learning.

Differentiated learning in Indonesian language subjects can increase diversity in learning because learning materials and methods are adapted to the needs and abilities of different students. This can help students better understand the differences and diversity in society so that they can build an attitude of tolerance and respect for differences.

5. Increase student involvement in learning

Differentiated learning in Indonesian language subjects can increase student involvement in learning because students can be actively involved in choosing topics and learning methods that are tailored to their interests and abilities. This can help students feel more ownership of their learning and build a sense of responsibility for their learning outcomes.

Based on observations made while learning was taking place, there are nine impacts from implementing differentiated learning. First, students assume that they are all appreciated and accepted by educators and the classroom environment. Second, diversity in the classroom environment will enable students to develop their abilities without feeling uncomfortable. Third, educators can carry out their duties and leave a positive influence in the classroom environment. Fourth, educators can increase their own competence as holders of control in ongoing learning. Fifth, students feel comfortable expressing and conveying their ideas. Sixth, get used to students' independence. The hope is to give them the freedom to think critically. As is the implementation of independent learning. Seventh, it can produce educators who are creative in their learning, educators who have high levels of confidence, and educators who are brave in designing different learning for one goal, namely the progress of their students. Eighth, there is real justice, coupled with cooperation between students and educators. Lastly, it can accommodate the learning needs of students. Therefore, with the presence of differentiated learning and the content used in the learning carried out,

there is a process that is carried out in delivering the learning material and finally based on the results produced from the learning that has been delivered.

This research focuses on differentiated learning among Class X-3 students at MAS As'adiyah Putri Sengkang. However, before carrying out further differentiated learning, educators, or here teachers who teach the subject, first apply an assessment called a diagnostic assessment. The purpose of the diagnostic assessment is to determine the characteristics of students and their learning interests and styles. In the implementation of differentiated learning, which has several steps,

1. Mapping student needs

At this stage, educators design diagnostic assessments for their students first, both cognitive and non-cognitive, by giving questionnaires to students using Google Form, asking questions directly, and then analyzing the students' achievement scores at the previous meeting. Then there are the results of the diagnostic assessment that has been carried out, namely the results and data obtained.

To start research, what is needed is to describe the accommodation of each student's learning needs, looking at their readiness and interest in learning. Based on the results of the survey that has been carried out, it can be seen that the student readiness column is divided into three types, thus creating different interests for each student. Different interests will create different processes and products.

- 1. Planning differentiated learning**

There are several steps in designing differentiated learning. First, namely, regarding content. Content can be said to be material that educators convey to students in the classroom. Educators have their own choices for learning materials that each student can master. However, in this case, the educator who holds power in the class is not obliged to explain this. This is because students first understand the material, so it will take a short time to master the material.

To further deepen this content, there are several strategies for integrating the material, namely by creating a direction for where the learning will go and what the results will be. Then, make a learning assessment after the learning objectives have been prepared. The next step is to find out more deeply about students' mastery of the material that has been carried out as part of assessing learning needs. After that, evaluate the students in order to understand the abilities of each of them. The next thing is to reduce the intensity of the time required by students because they already understand the material that will be taught by the teacher. Finally, carry out learning with a small group of students who still do not understand the learning material.

When learning material is condensed in the context of differentiated learning, educators must also choose the skills or material that their students have mastered and the skills or material that they still need to deepen, or even replace it with other material. Therefore, the important key here is that educators must be more careful when observing their students. Why is that? Because students should show real evidence of commitment, responsibility, and independence when faced with a difficult challenge.

The second thing in designing differentiated learning is to focus on students knowing and interpreting the things they have learned previously. Because, when looking at ideal learning, it is when the educator and the students, the educator and the individual students themselves, then the educator with the group of students who have been shared by the teacher, then there are the students who are in the same class as the individual students. themselves, students with groups of students, and others from groups of students with groups of students. After knowing the ideal learning, there are several series of learning applied in this research, namely by expanding as widely as possible the students' own thinking skills, then learning individually, which then develops into learning in a group, and the last is by carrying out debate activities.

In this differentiated learning, educators must look at and consider the level of each student, which is of course different, and pay attention to them based on their activity. Then, when looking at the process and content of the previous learning material, at the first meeting, the teacher saw that the students' learning readiness was quite rapid. In that case, students were able to quickly understand the material presented. Furthermore, at the second meeting, progress became increasingly visible in the learning activities implemented by educators and students in the classroom environment. On the other hand, students are able to quickly grasp the learning that has been implemented. This is due to their readiness for learning and their maturity in thinking deeply and critically when they express their opinions, ask questions, or respond to the learning that has been carried out by educators. In this case, educators at the next meeting, namely the 3rd meeting, used the PBL model with the debate method.

2. Implement differentiated learning

There are several strategies that can be used when implementing differentiated learning. The first is to design teaching modules. Teaching modules that provide diversity for students have been designed at previous meetings. The teaching module here certainly has differences from the previous model; these differences are clearly visible in the strategies mentioned above. Regarding three important components, namely content, process, and product, Modules that have a differentiated approach have different things, namely in terms of content, the process of learning activities carried out in the classroom environment, and the results of learning.

Then next, the important part that needs to be observed in compiling a teaching module is the process of diversity in students as seen from their learning motivation, what direction their learning interests are in, and what their learning profile or style is like. Next, you can explain the syllabus and examine the competencies that must be present, namely core and basic. After that, you decide on the learning material you choose. Next, by creating a GPA and choosing a differentiated strategy consisting of content, there is a process and also a product of learning, which is part of the teaching module. Determine the sources that will become references for information or media in later learning. And finally, in designing the teaching module, you need to choose the type of assessment or evaluation that will be used.

The second thing in implementing the differentiated learning model that needs to be considered is to arrange the schedule neatly. In this context, classes that carry out face-to-face learning activities in class IX-A are carried out in the third week. The third thing about implementing the differentiated learning model is that students can prepare and communicate with educators one week before class. This activity aims to fulfill their learning accommodations. The fourth thing is that students can take an active role in the preparation of learning that has been completed. The last or fifth thing here is that educators evaluate the content of the debate conveyed by two large groups, namely pros and cons. Below, differentiated learning at the third meeting is seen in the learning readiness of students who tend to have the ability to learn, do self-reflection on material that has previously been studied, and then read the material that will be taught using the PBL model with the debate method.

In this debate activity, 22 students conduct critical debates, the meaning of which is that students express opinions and arguments critically based on strengthening theory and law. This proves that students expression of opinions is not only based on opinions but also on strengthening theories that they know independently. There is freedom that students get in finding out information and theoretical bases, so in this case, it also proves that students can carry out learning based on independent learning, which is then based on what they like and are interested in, so that this can help meet the needs of students.

3. Evaluation and reflection

The next step is for educators to provide students with a reflection on the learning that has been held. Because, this activity can provide assistance to an educator in creating effective learning for his students. Reflection is part of evaluating the things that students have done, and in this case the results of their work. This activity is based on three important components, namely part of planning

Discussion

Based on the research that has been conducted, it can be seen that in order to practice differentiated learning effectively, educators can map the learning needs of each student. Due to the diversity experienced by each student. Based on this mapping, educators can design the steps that will be used. In this activity, students will be asked a question, as part of the assessment carried out by the educator. So that educators can find out the strengths and weaknesses that occur in students. To then become material for change for the better, in future learning.

In designing differentiated learning, of course there will be many challenges. Therefore, educators must have a foundation to continue to think positively. Educators must return to looking at their original goals as teachers. Because, the main goal is to develop all the potential contained in students effectively and optimally. So, this must continue to be cultivated, so that later this goal will bloom brightly.

This is supported by [Kaur et al. \(2019\)](#) who state that differentiated learning is one of the strategies that teachers can use to fulfill the wishes of each teaching participant.

Differentiation is a way of training oneself to guide where students pursue learning modules based on their abilities, what they like, and their personal desires. So that they don't get frustrated and feel lost during the teaching procedure. Educators can also change lesson content, methods of teaching and learning activities, products or results of teaching and learning activities taught, as well as learning areas where students practice. Teachers can serve students who are taught according to their respective conditions by carrying out this method of teaching and learning activities. Schools can use different methods of teaching and learning activities to free students from having to be in harmony with everything, allowing them to express themselves according to their own characteristics. The implementation of differentiated teaching and learning activities will be a flexible and non-rigid curriculum that only believes in one method to achieve educational goals in schools.

In every learning strategy, there is definitely an impact, including differentiated learning (Smale-Jacobse et al., 2019). The impacts that arise include the impact on the school as an educational unit. Then the impact on the class, as the smallest environment for students in their learning, and the impact on students as individuals themselves, with the impact of educators. As is always emphasized, students have diversity within them, so they cannot be treated homogeneously. If there is a failure to accommodate the needs of the students themselves, it will become an obstacle to the student's learning development in the future (Balgan et al., 2022).

Differentiated learning is able to provide enjoyable learning for students, starting with differentiation in material content, processes, and products, which are expected to build student creativity according to their interests, readiness, and learning profile, ultimately being able to improve student learning outcomes (Balgan et al., 2022; Gheysens et al., 2022). Apart from that, several internal and external factors that support the implementation of differentiated learning are able to minimize obstacles to implementing learning. Therefore, differentiation learning is believed to be able to improve student learning outcomes. Educators have the authority to change the content of what learning will be like the process of innovative learning, and the products of learning held at that time (Balgan et al., 2022). Educators can accommodate the needs of heterogeneous students. Schools as educational units must also play an active role in supporting this activity so that the application of differentiated learning develops into a flexible curriculum and achieves educational goals through various means (Gheysens et al., 2022).

4. CONCLUSION

The results of the application carried out by researchers in implementing differentiated learning in Indonesian language subjects to realize independent learning at MAS As'adiyah Putri Sengkang are intended because students in this case need appropriate learning opportunities. This includes adapting to the stage of development and level of learning achievement by mapping students' needs, planning a differentiated learning design that includes content, process, and product, implementing differentiated learning according to a predetermined design, evaluating learning outcomes, and reflecting on learning. The impact

of implementing differentiated learning in accordance with students' learning readiness is that students feel accepted; the different characteristics of each student create a sense of mutual respect for each other, safety, and development.

Apart from that, the impact it has on students is that it can train students' independence, thereby providing opportunities to think critically in order to realize freedom of learning. Apart from that, teachers can also work effectively, improve their abilities as learning guides, become more creative, confident, and brave in implementing different strategies, create real justice, and foster cooperation between students and teachers. Teachers also act as facilitators in fulfilling students' learning needs. Thus, differentiated learning, with the content used in learning, the process carried out in delivering learning materials, and the products produced from learning, can ultimately be a solution to meeting the different learning needs of students based on their readiness, interests, and learning profiles.

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